OaklandSchools

Oakland Schools COVID-19 Resource Documents

The following resources have been developed by teams of multi-disciplinary consultants at Oakland Schools. Feel free to share the links widely.

District Leadership COVID-19 Reopening Planning Calendar

The timing and content of the District Leadership COVID-19 Reopening Planning Calendar are guided by the MASA 2019-20 calendar combined with considerations necessitated by this unprecedented situation.This document is intended to guide the district planning process for safely reopening schools following the COVID19 closures. Action items are not intended to be inclusive of everything administrators may consider; rather, they provide a district-level view of how reopening and adjusting to pandemic guidance will augment the regularly-scheduled planning of superintendents and central office leaders.

Supporting Well-Being

The Supporting Well-Being overview document includes links to folders with information that will be regularly updated by Oakland Schools Staff during this time. The lists provided include learning opportunities, resources, and support offered in our county to help meet the variety of well-being needs your students, staff, and families may have at this time and in the future.

COVID-19 and Well-Being: Evaluating, Measuring, and Assessing Needs

The purpose of the COVID-19 and Well-Being: Evaluating, Measuring, and Assessing Needs document is to provide guidance for districts to consider how to evaluate, measure, and assess well-being within their school communities. Information in this guidance document may also be helpful as districts complete their comprehensive needs assessments and continuous improvement plans.

Considerations for a Trauma-Informed Response

The purpose of this document is to provide trauma-informed considerations and sensible strategies for leaders in schools and districts in response to COVID-19.

Compassionate Self-Care for Educators Resources

The purpose of this document is to share easy-to-use resources for all educators wanting to engage in compassionate self-care activities for self, staff, students and families.

Equity Toolkit

The purpose of this toolkit is to provide districts with a curated set of resources to create equitable, high-quality, and engaging learning environments for all students using the BELE Framework (Building Equitable Learning Environments).

Best Practices for Remote Learning (recently updated to include Culturally Responsive Teaching)

With the guiding principle of equity and these documents in mind (and the advice of our consultants at Oakland Schools), the Best Practices for Remote Learning resource offers the following: a) best practices across the content areas as we transition to remote learning and b) available resources and tools to facilitate this transition. Listed are seven best practices for emergency distance learning, followed by a brief description of the practice, general guidance for the practice, and specific tools and resources to help educators implement the practice.

Student Intervention

The Student Intervention Toolkit is intended to support districts, schools, and teachers in planning for a spectrum of student intervention and support for those students most at risk of falling behind, in order to reduce the achievement gaps caused and exacerbated by COVID-19. This toolkit is aligned to guidance from the Michigan Department of Education, as well as evidence-based best practices from across the nation.

Prioritizing Learning for K-12 English Language Arts and Mathematics

The following resources are intended to support conversations around prioritization of new learning for K-12 English Language Arts and Mathematics. Establishing a consistent set of learning objectives within subjects and grade levels supports equity of opportunity for students and systematic support for teachers.

- Prioritizing Learning for K-12 English Language Arts and Mathematics
- Mathematics Prioritization of Learning Support Toolkit (added to the Toolkit on 7/30/20 pre-assessment resources)
- English Language Arts Prioritization of Learning by Grade Level/Course
- English Language Arts Priorities by Grade Level/Course with Newsela Alignments
- English Language Arts Recommendations for Remote Teaching and Learning
- Secondary ELA Priority Content Map

Curriculum, Instruction, and Assessment Toolkits

The Curriculum, Instruction, and Assessment Toolkits will provide guidance to help educators design new, or best utilize existing, pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction, and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction. CIA Toolkits are being created for the following subject areas:

- The Pre-Assessment Process Achieving Learning Outcomes Through Pre-Assessment Tasks and Practices
- Video resource: an introduction to Oakland Schools Curriculum, Instruction, and Assessment Toolkits for COVID-19 Reopening
- ELA Toolkits
  - Grades K-5
  - Grades 6-12
- Mathematics Toolkit (added to the Toolkit on 7/30/20: pre-assessment resources)
- Science Toolkit
  - Grades K-5

- ○ [Grades 6-12](#)
- ○ [Social Studies Toolkit](#)
- ○ [World Languages Toolkit](#)
- ○ [Health Toolkit](#)
- ○ [Fine Arts Toolkit](#)

Online Modules for Students

Online modules for secondary mathematics have been curated for use by students who were not able to fully participate in remote learning in Spring 2020. The online modules can provide a way for these students to learn concepts missed and to possibly make up an incomplete grade. Students could engage with these online modules in Summer or Fall 2020, as a way to learn concepts missed and possibly make up an incomplete grade. Some of the online modules are free and some charge a fee.

Teachers are encouraged to offer students a mix of digital and analog tasks to ensure all students have access to meaningful activities for their grade level curriculum. Remote content delivery brings new challenges for many educators that involves more than just printing non-digital materials, uploading files, and sharing links to media content.
Online Modules:
- ○ [Secondary Mathematics](#)

Community Engagement

The [Community Engagement Action Plan Template](#) offers a starting place as you address ongoing communication with your school community and community-at-large. A sample on how to use it is included. In addition, to the template, we highly suggest you consider using the following resources:
- ○ [Website Sample Template](#)
- ○ [Top Recommended books for Grief and Loss](#)
- ○ [Virtual Community Summer Reading Options Matrix](#)

Collaborative Inquiry

The pandemic has been fraught with many unknowns. Educational leaders, teachers and even consultants have been scrambling to determine how to address this adaptive challenge. One of the ways Oakland Schools is supporting districts and schools is through growing the understanding and implementation of group problem-solving or solution-seeking. Kenneth Blanchard, author & expert on organization development and leadership has put it this way, "None of us is as smart as all of us." Group problem-solving and solution-seeking can be given many names: Professional Learning Communities, Collaborative Inquiry, Continuous Improvement Process to name a few. A [Collaborative Inquiry Toolkit](#) has been developed to support districts and schools in moving this work forward.